



PERSONALITY AND CREATIVITY OF PRE UNIVERSITY COLLEGE STUDENTS

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ABSTRACT

This research article focuses on the effect of personality on creativity. In this study with regard to creativity- verbal, non-verbal and total creativity dimensions were considered and with regard to personality- Ambiverts, extroverts and introverts are considered. Even gender is considered as a background variable of the study. The sample consisted of 300 boys and 300 girls, which were drawn by adopting stratified proportionate random sampling from the Pre-University college students of Tumkur District. The data was collected from the sample were analyzed by adopting t-test and ANNOVA. The statistical analysis revealed that there was a main effect of personality on creativity. On the other hand there was no interaction effect of personality and gender on creativity.

KEYWORDS: Creativity; Personality; Ambiverts; Extroverts; Introverts; Pre university students.

1. INTRODUCTION:

Creativity in the interaction among aptitude, process and environment by which an individual or group produces a perceptible product that is both novel and useful as defined within a social context (Plucker, Beghetto and Dow, 2004).

Mortan prince- "Personality is the sum total of all the biological innate disposition, impulses, tendencies, appetites and instincts of the individual and the acquired dispositions and tendencies." Vernon defines "Personality is an organized system of traits sentiment, complexes and habits (together with interest and abilities) that distinguishes the individual, as we see him, from other individual.

As far as India is concerned, this potential was neglected but now, it is realized that in order to keep pace with the developed countries of the world, identification and nourishment of creative talent is essential. It would be worthwhile here to quote the observation made in the report of Indian Education Commission (1964-66) "Recognition and nourishment of creative talent is the demand of present times in order to avoid cultural stagnation and promote cultural vitality." In fact the creative and the talented are "seed people, concept changers and pulse takers of the society". The new educational policy (1986) is an obvious effort to help the creative potential to blossom.

2. NEED AND IMPORTANCE OF THE STUDY:

At present, the development and adjustment of the creative and gifted children is a matter of concern for parents, teachers and to all who are interested in the welfare of creative children and in the progress and welfare of their country in particular and mankind in general. Research study on creativity is very much significant and meaningful at all levels of education in general and at pre-university level in particular. Education at this level is vital significance for the development of the individual in particular and nation in general. This provided the researcher with an insight to know whether creativity play a role in determining the individual destiny (Future) and also to know the relevant factors which influence the development of creativity among pre-university students. Hence, the researcher intended to know whether the creativity of a person is being influenced by the factors like types of Personality, and subject of study. Hence, the research problem is selected for study.

3. OBJECTIVES OF THE STUDY:

1. To study the effects of types of Personality of PUC Students on different levels of creativity.
2. To find out significant interaction effects of type of Personality and gender on different dimensions of creativity of PUC students.

4. REVIEW OF LITERATURE:

Sen, Arun.K., et.al. (2000) examined the relationships among creativity, intelligence, Personality and academic achievement with 300 students (aged 15-16 years). It shows that significant positive relations of creativity with some Personality dimensions (extra version, theoretical and aesthetic value pattern) and scholastic achievement. The relation between creativity and intelligence was non significant. wolfradt and pretz, (2001) found that concerning the relationship between neuroticism and creativity were not consistent. As for as stability neuroticism dimation (Eysenck, 1975) is concerned. Di Scipio (1971) found 'E' (Extroversion) 'N' (Neuroticism) to have this kind of interaction on verbal fluency: extraversion had a positive effect on fluency only in groups with low neurotic introverts performed better than highly neurotic extroverts. Leith, (1972)

reveal that extroverted children low on neuroticism had a slightly better performance on creativity test in low stress situation, but introverted and unstable (anxious) children performed better in moderate stress conditions.

5. HYPOTHESES:

- H₁:** There is no significant difference in verbal creativity, non-verbal and total creativity scores of introverts and ambiverts of pre-university college.
- H₂:** There is no significant difference in verbal creativity, non-verbal creativity and total creativity scores of introverts and extroverts of Pre-university College students.
- H₃:** There is no significant difference in verbal creativity, non-verbal creativity and total creativity scores ambiverts and extroverts of Pre-university College students.
- H_{4a}:** There is no significant main effect of Personality of pre-university students on verbal creativity scores.
 - b.** There is no significant main effect of Gender (gender) of pre-university students on verbal creativity.
 - c.** There is no significant interaction effect of Personality and Gender of pre-university students on verbal creativity.
- H_{5a}:** There is no significant main effect of Personality of pre-university students on non-verbal creativity scores.
 - b.** There is no significant main effect of Gender (gender) of pre-university students on Non - verbal creativity.
 - c.** There is no significant interaction effect of Personality and Gender of pre-university students on non - verbal creativity.
- H_{6a}:** There is no significant main effect of Personality of pre-university students on total creativity scores.
 - b.** There is no significant main effect of Gender (gender) of pre-university students on total creativity.
 - c.** There is no significant interaction effect of Personality and Gender of pre-university students on total creativity.

6. METHODOLOGY:

A total sample of 600 questionnaires were distributed to collect the data from pre-University college students having optional subjects such as Arts, Science and Commerce of Tumkur district were selected for the study. Out of 9297 student population, 600 students were selected from these colleges followed by stratified proportionate random sampling. The Researcher has used t-test and Two Way ANOVA for the analysis of data.

Table 1: Showing variables, tools used and authors who devised them

Sl. No.	Variable	Instrument used	Devised by
1	Creativity	Verbal and non-verbal test of creativity	Baqer Mehdi (1973)
2	Personality	Eysenck's Personality inventory	Eysenck

Table 2: Number, Mean, SD, Mean difference, Standard Error difference, df and t-value of verbal, non-verbal and total creativity scores of pre-university college students of introverts and ambivert.

Creativity	Personality	Number	Mean	SD	Mean difference	Standard Error difference	df	t-value
Verbal creativity	Introvert	209	74.43	36.945	3.656	3.444	420	1.061 (NS)
	Ambivert	213	70.77	33.765				
Non-verbal creativity	Introvert	209	146.56	44.789	3.123	4.166	420	0.751 (NS)
	Ambivert	213	143.43	40.593				
Total creativity	Introvert	209	220.99	68.908	6.779	6.407	420	1.048 (NS)
	Ambivert	213	214.21	63.950				

(N.S: Not significant)

The t-test explicitly reveals that there is no significant difference in the verbal, non-verbal and total creativity of the students with introvert and ambivert personality. Hence the null hypothesis was accepted.

Table 3: Number, Mean, SD, Mean difference, Standard Error difference, df and t-value of verbal, non-verbal and total creativity scores of introverts and Extroverts of pre-university college students

Creativity	Personality	Number	Mean	SD	Mean difference	Standard Error difference	df	t-value
Verbal creativity	Introvert	209	74.43	36.945	12.234	3.697	385	3.309 (S*,S**)
	Extroverts	178	62.20	35.406				
Non-verbal creativity	Introvert	209	146.56	44.789	7.201	4.374	385	1.646 (NS)
	Extroverts	178	139.35	40.540				
Total creativity	Introvert	209	220.99	68.908	19.435	6.824	385	2.848 (S*,S**)
	Extroverts	178	201.55	64.474				

(S* - Significant at 0.01 level) (N.S: Not significant)

The t-test explicitly reveals that there is significant difference in the verbal creativity of the students with ambivert and extrovert personality. By observing the mean value, it can be concluded that students with ambivert personality are more verbal creative than students with Extrovert personality. Hence the null hypothesis was rejected and alternative hypothesis was accepted. The t-test even reveal that there is no significant difference in the non-verbal and total creativity of the students with ambivert and extrovert personality. Hence the null hypothesis was accepted.

7. ANOVA:

H_{1a}: There is no significant main effect of Personality of pre-university students on verbal creativity scores.

b. There is no significant main effect of Gender of pre-university students on verbal creativity.

c. There is no significant interaction effect of Personality and Gender of pre-university students on verbal creativity.

Table 5: represents the summary of ANOVA of verbal creativity scores of pre-university students with their Personality and Gender.

Source of Variance	Sum of squares	df	Mean sum of squares	F – Value
Personality	14778.902	2	7389.451	5.878 **
Gender	549.179	1	549.179	0.437 (N.S.)
Personality * Gender	206.195	2	103.097	0.082 (N.S.)
Error (with in set)	746788.747	594	1257.220	
Total	3660844.000	600		

(S* - Significant at 0.01 level) (N.S: Not significant)

Analysis of variance of verbal creativity scores of pre-university students with their personality and gender is indicated in table 4.71. The F-value (5.878) for the main effect of personality was found to be significant at both 0.05 and 0.01 levels of significance. Hence null hypothesis was rejected and alternative hypothesis was accepted.

The F-value (0.437) for the main effect of gender was found to be not significant. Hence the null hypothesis was accepted. This indicates that gender has no significant effect on verbal creativity scores.

The F-value (0.082) for interaction effect of personality and gender was found to be not significant. Therefore null hypothesis was accepted and hence there is no significant interaction effect of personality and gender on verbal creativity scores.

H_{2a}: There is no significant main effect of Personality of pre-university students on non-verbal creativity scores.

b. There is no significant main effect of Gender of pre-university students on Non-verbal creativity.

c. There is no significant interaction effect of Personality and Gender of pre-university students on non-verbal creativity.

Table 6: Represents the summary of ANOVA of non-verbal creativity scores of pre-university students with their Personality and Gender.

Source of Variance	Sum of squares	df	Mean sum of squares	F – Value
Personality	4790.493	2	2395.247	1.353 (N.S.)
Gender	5837.712	1	5837.712	3.297 (N.S.)
Personality * Gender	38.645	2	19.323	0.011 (N.S.)
Error (with in set)	1051629.701	594	1770.420	
Total	13385130.000	600		

(N.S: Not significant)

In the above table the F-value for the main effect and even the interaction effect of personality and gender was found to be not significant. Hence the null hypotheses were accepted. This indicates that personality and gender has no effect on non-verbal creativity scores.

H_{3a}: There is no significant main effect of Personality of pre-university students on total creativity scores.

b. There is no significant main effect of Gender (gender) of pre-university students on total creativity.

c. There is no significant interaction effect of Personality and Gender of pre-university students on total creativity.

Table 7: Represents the summary of ANOVA of total creativity scores of pre-university students with their Personality and Gender.

Source of Variance	Sum of squares	df	Mean sum of squares	F – Value
Personality	36194.185	2	18097.093	4.166 *
Gender	9967.924	1	9967.924	2.295 (N.S.)
Personality * Gender	375.400	2	187.700	0.043 (N.S.)
Error (with in set)	2580314.795	594	4343.964	
Total	29801078.00	600		

(* - Significant at 0.05 level) (N.S: Not significant)

In the above table the F- value (4.166) for the main effect of personality was found to be significant at 0.05 level of significance. Hence null hypothesis is rejected and alternative hypothesis was accepted.

The F-value (2.295) of gender and interaction effect of personality with gender was found to be not significant. Hence the null hypotheses were accepted. This indicates that there was no main effect of gender as well as interaction effect of gender with personality on total creativity scores.

8. EDUCATIONAL IMPLICATIONS:

It has been found in the study that introverts are highly creative than that of ambiverts and extroverts. Therefore, school authority can identify introverts in school situation and assign them the activities which require high creative ability and thereby completing task in a meaningful way. Further other two types of individuals may also be given opportunities to get themselves trained in creative fields.

Further, teachers should find ways to help to promote creativity among the children through various activities right from their entry into the first standard or even from the kindergarten and at pre university level, parents should not impose their wish in the selection of course of study on their children, but complete freedom should be given to their children to frame their future by utilizing their creativity and talents in their endeavours. The formal educational programmes should always be accompanied by opportunities for creative efforts. These aspects should be taken care of even while planning and preparing the curriculum.

9. CONCLUSION:

It is clear that there is wide spread interest in fostering creativity in education. In particular, government generally recognised the value of creative abilities or their economic potential. It is the creative individual who can adopt himself/herself sooner or later. Hence creativity is the urgent need of the coming generation and education must raise to the occasion and train the children in the creative work.

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